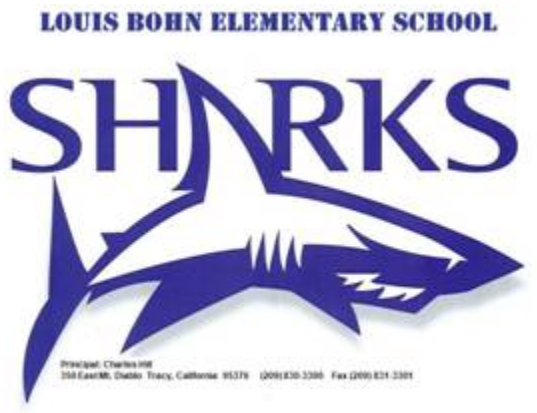
School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis A. Bohn Elementary School	39-75499-6110530	April 3, 2025	May 27, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Louis A. Bohn Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) fulfills the requirements of the school-wide Title I Program and Additional Targeted Support and Improvement. This SPSA includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all educational partner groups.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Louis A. Bohn Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) fulfills the requirements of the school-wide Title I Program and Additional Targeted Support and Improvement. This SPSA includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all educational partner groups.

Our school's plan for effectively meeting Every Student Succeeds Act (ESSA)'s planning requirements is fully aligned with our TUSD Local Control and Accountability Plan (LCAP) and integrates federal, state, and local programs to support equitable student outcomes.

Comprehensive Needs Assessment:

We conduct a thorough needs assessment that includes analysis of academic performance, educational partner feedback, and school climate data to identify gaps and prioritize resources, ensuring alignment with ESSA goals and LCAP priorities.

Alignment of Goals and Actions:

Our goals focus on increasing academic achievement, particularly for underserved student groups, as outlined in both ESSA and LCAP. For example:

- College and Career Readiness: Targeted initiatives include implementing evidence-based STEM programs and early literacy strategies to ensure students meet grade-level standards.
- Support for At-Risk Students: Through our Multi-Tiered System of Support (MTSS), we provide tiered interventions addressing academic, behavioral, and social-emotional needs, leveraging Title I and II funding.

Educational Partner Engagement:

We actively engage families, students, staff, and community partners in planning and decision-making through surveys, advisory committees, and public meetings. This collaborative process ensures alignment of local priorities with federal and state requirements.

Resource Coordination:

Our approach integrates LCAP funding with ESSA program resources, such as Title I for targeted assistance, Title II for professional development, and Title III for English Learner support, to maximize impact and avoid duplication of services.

Accountability and Continuous Improvement:

We regularly monitor progress using data-driven cycles of inquiry, ensuring our actions are effective and adaptable to evolving needs. Progress is reported to educational partners and used to refine our strategies, maintaining compliance with ESSA's accountability requirements.

This comprehensive and aligned approach allows our school to meet ESSA requirements while advancing local priorities and improving outcomes for all students.

Educational Partner Involvement

How, when, and with whom did Louis A. Bohn Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Educational partners were involved in an ongoing collaborative process in the development of the SPSA. Educational partners were involved in the 2024-2025 budget development process via meeting opportunities to dialogue and to gather input. These included School Site Council (SSC), English Language Advisory Committee (ELAC), Bohn Lead Team (BLT), Instructional Leadership Team (ILT), staff meetings, and Parent Teacher Organization (PTO). We also hold parent cafes and formalized parent information nights in person to consult as part of the planning process for this SPSA/Annual Review and Update.

SSC: Sept, Nov, Jan, Feb, Apr, and May

ELAC: Sept, Nov, Feb, Apr
BLT/ILT, Staff Meetings, Parent Cafe, PTO: Monthly

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Identified Resource Inequities
The required needs assessment at Louis A. Bohn Elementary has revealed several resource inequities that impact student learning and overall school success.
1. Human Resources – There is a need for additional staffing support, including paraeducators for reading support and designated English Language Development (ELD) instruction, behavior technicians, and counseling professionals to address the diverse social-emotional and behavioral needs of students. The school would also benefit from increased collaboration among teachers through Professional Learning Communities (PLCs) and opportunities to enhance instructional planning and intervention strategies.
2. Financial Resources – Additional funding is needed to sustain and expand programs that support intervention, enrichment, parent engagement, and behavior and social-emotional learning (SEL) initiatives. Investments in professional development, instructional materials, and staffing for intervention programs would ensure that students receive targeted support aligned with their academic and behavioral needs.
3. Time – Educators need more structured time for collaboration, data analysis, and intervention planning. Expanding opportunities for grade-level and vertical articulation meetings would allow staff to effectively analyze assessment data, refine instructional strategies, and monitor student progress. Additionally, increasing time for student engagement initiatives, such as attendance incentives and restorative practices, would help promote a positive school climate and foster student success.
Applicability
The identified resource inequities are particularly significant given the demographic shifts at Louis A. Bohn, where Hispanic students now comprise 56.7% of the population and socioeconomically disadvantaged students have risen to 83.1%. These inequities impact attendance, language proficiency development, behavior, and social-emotional growth. Addressing these gaps through targeted actions—such as increasing support staff for ELD instruction, enhancing parent engagement efforts, and strengthening SEL and restorative practices—will help improve student outcomes. By investing in these areas, the school can work toward improving attendance rates, increasing instructional effectiveness, and fostering student agency in behavior management and conflict resolution.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Red: Suspension Rate (1.2% increase overall; Students With Disabilities increased by 4.7% and African American Students increased by 2.5%)
Orange: Chronic Absenteeism, English Learner Progress

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

No student groups were two or more performance levels below the "all student" performance in ELA, math, or English Learner Progress.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Louis A. Bohn Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.58%	0.54%	0	2	2
African American	8.38%	8.96%	9.41%	30	31	35
Asian	9.78%	12.72%	10.48%	35	44	39
Filipino	4.19%	4.34%	4.30%	15	15	16
Hispanic/Latino	56.98%	54.34%	56.72%	204	188	211
Pacific Islander	0.56%	1.16%	2.69%	2	4	10
White	13.97%	12.43%	10.48%	50	43	39
Two or More Races	6.15%	5.49%	5.38%	22	19	20
Not Reported	%	0%	%	0	0	
			Total Enrollment	358	346	372

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	53	55	53
Grade 1	58	59	54
Grade 2	65	55	60
Grade3	55	68	56
Grade 4	49	56	72
Grade 5	78	53	55
Total Enrollment	358	346	372

Conclusions based on this data:

1. Our largest student sub-group is Hispanic (56.72%). The next largest student sub-groups are Asian and White (10.48%).
2. Our highest number of students is in the 4th grade at 72 students. Our lowest number of students is in Kindergarten at 53 students.
3. Our enrollment has increased by 26 from the year prior.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	91	94	90	24.6%	25.4%	24.2%
Fluent English Proficient (FEP)	21	19	20	6.1%	5.9%	5.4%
Reclassified Fluent English Proficient (RFEP)	11	9	9	2.2%	3.1%	9.1%

Conclusions based on this data:

1. Our percentage of students identified English Learners is 24.2%, a decrease from the year prior.
2. Our number of Fluent English Proficient (FEP) students has decreased in the past three school years with the final year of that span dropping to a low of 5.4%
3. Our percentage of reclassified students is

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	68	65	58	68	64	58	68	64	98.3	100.0	98.5
Grade 4	53	54	72	53	54	72	53	54	71	100.0	100.0	100
Grade 5	78	55	54	77	53	52	77	53	52	98.7	96.4	96.3
All Grades	190	177	191	188	175	188	188	175	187	98.9	98.9	98.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2366.	2398.	2373.	10.34	19.12	9.38	13.79	19.12	18.75	24.14	20.59	21.88	51.72	41.18	50.00
Grade 4	2379.	2396.	2423.	7.55	5.56	12.68	3.77	16.67	22.54	16.98	22.22	18.31	71.70	55.56	46.48
Grade 5	2427.	2408.	2455.	3.90	3.77	11.54	16.88	13.21	23.08	20.78	15.09	17.31	58.44	67.92	48.08
All Grades	N/A	N/A	N/A	6.91	10.29	11.23	12.23	16.57	21.39	20.74	19.43	19.25	60.11	53.71	48.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.62	11.76	9.38	62.07	61.76	60.94	29.31	26.47	29.69
Grade 4	1.89	9.26	14.08	60.38	53.70	59.15	37.74	37.04	26.76
Grade 5	7.79	3.77	15.38	58.44	47.17	59.62	33.77	49.06	25.00
All Grades	6.38	8.57	12.83	60.11	54.86	59.89	33.51	36.57	27.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.17	11.76	4.69	53.45	51.47	42.19	41.38	36.76	53.13
Grade 4	3.77	5.56	7.04	32.08	44.44	52.11	64.15	50.00	40.85
Grade 5	3.90	3.77	7.69	41.56	32.08	50.00	54.55	64.15	42.31
All Grades	4.26	7.43	6.42	42.55	43.43	48.13	53.19	49.14	45.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.34	2.94	9.38	58.62	79.41	59.38	31.03	17.65	31.25
Grade 4	5.66	3.70	4.23	62.26	61.11	74.65	32.08	35.19	21.13
Grade 5	5.19	3.77	7.69	72.73	62.26	67.31	22.08	33.96	25.00
All Grades	6.91	3.43	6.95	65.43	68.57	67.38	27.66	28.00	25.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.45	19.12	9.38	63.79	51.47	64.06	32.76	29.41	26.56
Grade 4	5.66	1.85	7.04	64.15	70.37	69.01	30.19	27.78	23.94
Grade 5	2.60	7.55	9.62	66.23	58.49	55.77	31.17	33.96	34.62
All Grades	3.72	10.29	8.56	64.89	59.43	63.64	31.38	30.29	27.81

Conclusions based on this data:

1. Overall participation slightly decreased from both years prior, dropping from 98.9% to 98.4%
2. In Overall Achievement for All Students, there was in increase of .94% in Standard Exceeded, an increase of 4.82% in Standard Met, and a decrease of 5.58% in Standard Not Met.
3. In Reading, there was an increase of 4.26% in Above Standard and an increase of 5.03% in At or Near Standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	68	65	58	68	65	58	68	65	98.3	100.0	100
Grade 4	53	54	72	53	54	70	53	54	70	100.0	100.0	97.2
Grade 5	78	55	54	77	53	53	77	53	53	98.7	96.4	98.1
All Grades	190	177	191	188	175	188	188	175	188	98.9	98.9	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2363.	2405.	2400.	3.45	13.24	10.77	20.69	29.41	23.08	25.86	17.65	27.69	50.00	39.71	38.46
Grade 4	2403.	2422.	2446.	3.77	0.00	10.00	11.32	25.93	28.57	28.30	25.93	27.14	56.60	48.15	34.29
Grade 5	2430.	2434.	2436.	5.19	3.77	1.89	9.09	9.43	16.98	25.97	30.19	26.42	59.74	56.60	54.72
Grade 11															
All Grades	N/A	N/A	N/A	4.26	6.29	7.98	13.30	22.29	23.40	26.60	24.00	27.13	55.85	47.43	41.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.34	22.06	16.92	43.10	41.18	52.31	46.55	36.76	30.77
Grade 4	7.55	11.11	20.00	33.96	42.59	41.43	58.49	46.30	38.57
Grade 5	7.79	3.77	0.00	32.47	35.85	49.06	59.74	60.38	50.94
Grade 11									
All Grades	8.51	13.14	13.30	36.17	40.00	47.34	55.32	46.86	39.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.62	19.12	13.85	37.93	45.59	46.15	53.45	35.29	40.00
Grade 4	11.32	5.56	11.43	35.85	42.59	55.71	52.83	51.85	32.86
Grade 5	5.19	9.43	3.77	38.96	32.08	49.06	55.84	58.49	47.17
All Grades	7.98	12.00	10.11	37.77	40.57	50.53	54.26	47.43	39.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.90	17.65	12.31	55.17	52.94	61.54	37.93	29.41	26.15
Grade 4	5.66	3.70	18.57	49.06	72.22	61.43	45.28	24.07	20.00
Grade 5	1.30	7.55	1.89	58.44	60.38	64.15	40.26	32.08	33.96
All Grades	4.26	10.29	11.70	54.79	61.14	62.23	40.96	28.57	26.06

Conclusions based on this data:

1. Overall participation slightly decreased from both years prior, dropping from 98.9% to 98.4%
2. In Overall Achievement for All Students, there was in increase of 1.69% in Standard Exceeded, an increase of 1.11% in Standard Met, and a decrease of 5.94% in Standard Not Met.
3. Concepts & Procedures and Communicating Reasoning both increased in % Above Standard. Problem Solving & Modeling/Data Analysis decreased in % Above Standard. All three categories saw a decrease in % Below Standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1413.9	1428.8	1395.4	1411.5	1429.0	1401.2	1418.9	1428.6	1381.8	14	17	25
1	1427.8	1431.3	1427.6	1435.7	1435.5	1446.3	1419.3	1426.5	1408.6	12	14	14
2	1466.1	1465.5	1446.5	1460.1	1462.6	1429.8	1471.7	1467.8	1462.6	12	14	16
3	1473.9	1483.7	1468.4	1468.0	1473.2	1464.5	1479.3	1493.8	1471.9	16	13	16
4	1502.1	1514.8	*	1507.2	1506.4	*	1496.4	1522.9	*	17	12	10
5	*	1527.4	*	*	1530.1	*	*	1524.2	*	10	17	6
All Grades										81	87	87

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	17.65	4.00	28.57	29.41	12.00	42.86	47.06	72.00	21.43	5.88	12.00	14	17	25
1	0.00	0.00	7.14	25.00	35.71	28.57	33.33	35.71	28.57	41.67	28.57	35.71	12	14	14
2	8.33	0.00	18.75	50.00	50.00	18.75	16.67	35.71	31.25	25.00	14.29	31.25	12	14	16
3	6.25	7.69	0.00	18.75	46.15	37.50	50.00	23.08	25.00	25.00	23.08	37.50	16	13	16
4	11.76	16.67	*	29.41	58.33	*	35.29	8.33	*	23.53	16.67	*	17	12	*
5	*	23.53	*	*	35.29	*	*	35.29	*	*	5.88	*	*	17	*
All Grades	10.00	11.49	11.49	33.75	41.38	27.59	32.50	32.18	37.93	23.75	14.94	22.99	80	87	87

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	11.76	4.00	21.43	29.41	16.00	42.86	52.94	64.00	28.57	5.88	16.00	14	17	25
1	16.67	0.00	7.14	16.67	28.57	42.86	41.67	57.14	28.57	25.00	14.29	21.43	12	14	14
2	16.67	0.00	18.75	50.00	50.00	31.25	8.33	42.86	18.75	25.00	7.14	31.25	12	14	16
3	12.50	38.46	31.25	50.00	30.77	12.50	12.50	0.00	18.75	25.00	30.77	37.50	16	13	16
4	11.76	33.33	*	64.71	50.00	*	17.65	16.67	*	5.88	0.00	*	17	12	*
5	*	41.18	*	*	52.94	*	*	0.00	*	*	5.88	*	*	17	*
All Grades	17.50	20.69	21.84	42.50	40.23	25.29	21.25	28.74	32.18	18.75	10.34	20.69	80	87	87

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	11.76	4.00	14.29	41.18	16.00	50.00	23.53	64.00	7.14	23.53	16.00	14	17	25
1	8.33	0.00	0.00	33.33	28.57	28.57	41.67	28.57	21.43	16.67	42.86	50.00	12	14	14
2	7.14	0.00	12.50	42.86	21.43	25.00	21.43	64.29	18.75	28.57	14.29	43.75	14	14	16
3	4.55	7.69	0.00	22.73	46.15	18.75	36.36	15.38	31.25	36.36	30.77	50.00	22	13	16
4	0.00	16.67	*	40.00	33.33	*	30.00	33.33	*	30.00	16.67	*	20	12	*
5	0.00	11.76	*	15.38	5.88	*	38.46	64.71	*	46.15	17.65	*	13	17	*
All Grades	1.25	8.05	4.60	28.75	28.74	22.99	45.00	39.08	39.08	25.00	24.14	33.33	80	87	87

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	23.53	4.00	78.57	70.59	80.00	7.14	5.88	16.00	14	17	25
1	16.67	21.43	35.71	83.33	64.29	57.14	0.00	14.29	7.14	12	14	14
2	0.00	14.29	18.75	83.33	85.71	56.25	16.67	0.00	25.00	12	14	16
3	6.25	7.69	18.75	87.50	69.23	43.75	6.25	23.08	37.50	16	13	16
4	35.29	33.33	*	52.94	66.67	*	11.76	0.00	*	17	12	*
5	*	29.41	*	*	64.71	*	*	5.88	*	*	17	*
All Grades	16.25	21.84	20.69	76.25	70.11	60.92	7.50	8.05	18.39	80	87	87

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	5.88	8.00	57.14	47.06	60.00	35.71	47.06	32.00	14	17	25
1	0.00	0.00	7.14	50.00	64.29	50.00	50.00	35.71	42.86	12	14	14
2	16.67	28.57	25.00	58.33	50.00	43.75	25.00	21.43	31.25	12	14	16
3	18.75	53.85	43.75	50.00	15.38	18.75	31.25	30.77	37.50	16	13	16
4	11.76	50.00	*	82.35	41.67	*	5.88	8.33	*	17	12	*
5	*	82.35	*	*	11.76	*	*	5.88	*	*	17	*
All Grades	21.25	36.78	31.03	53.75	37.93	39.08	25.00	25.29	29.89	80	87	87

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	23.53	4.00	71.43	64.71	84.00	14.29	11.76	12.00	14	17	25
1	0.00	14.29	14.29	50.00	35.71	42.86	50.00	50.00	42.86	12	14	14
2	25.00	7.14	6.25	50.00	85.71	68.75	25.00	7.14	25.00	12	14	16
3	0.00	7.69	0.00	50.00	53.85	43.75	50.00	38.46	56.25	16	13	16
4	0.00	8.33	*	58.82	83.33	*	41.18	8.33	*	17	12	*
5	*	17.65	*	*	58.82	*	*	23.53	*	*	17	*
All Grades	6.25	13.79	5.75	58.75	63.22	64.37	35.00	22.99	29.89	80	87	87

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.71	41.18	29.17	42.86	23.53	45.83	21.43	35.29	25.00	14	17	24
1	0.00	0.00	0.00	66.67	78.57	50.00	33.33	21.43	50.00	12	14	14
2	16.67	7.14	31.25	66.67	78.57	37.50	16.67	14.29	31.25	12	14	16
3	6.25	15.38	6.25	87.50	69.23	62.50	6.25	15.38	31.25	16	13	16
4	23.53	16.67	*	52.94	58.33	*	23.53	25.00	*	17	12	*
5	*	11.76	*	*	64.71	*	*	23.53	*	*	17	*
All Grades	17.50	16.09	20.93	65.00	60.92	50.00	17.50	22.99	29.07	80	87	86

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
372	**83.1%**	**24.2%**	**0.3%**
Total Number of Students enrolled in Louis A. Bohn Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	24.2%
Foster Youth	1	0.3%
Homeless	26	7%
Socioeconomically Disadvantaged	309	83.1%
Students with Disabilities	76	20.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	9.4%
American Indian	2	0.5%
Asian	39	10.5%
Filipino	16	4.3%
Hispanic	211	56.7%
Two or More Races	20	5.4%
Pacific Islander	10	2.7%
White	39	10.5%

Conclusions based on this data:

1. Our Hispanic students comprise 56.7% of our student population which is an increase from 54.3% the year prior. It remains our largest student group. Our Asian and White students comprise the second largest student groups at 10.5% each.
2. Our socioeconomically disadvantaged students comprise 83.1% of the student population which is an increase from 74.9% from the year prior.
3. Our Students with Disabilities comprise 20.4% of the student population which is a decrease from 24% from the year prior.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Red
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. Chronic Absenteeism declined 0.5% from 2023 to 2024.
2. Math performance increased 7.7 points closer to standard from 2023 to 2024..
3. English Language Arts performance increased 12.4 points closer to standard from 2023 to 2024.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
51.5 points below standard	55.0 points below standard	0 Students
Increased 12.4 points	Increased 17.6 points	
178 Students	42 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	80.6 points below standard	58.6 points below standard
	Increased 45.7 points	Increased 15.7 points
	16 Students	148 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
95.9 points below standard	74.1 points below standard	0 Students
Increased 16.9 points	Increased 48.3 points	
51 Students	20 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
35.8 points below standard	Less than 11 Students	59.0 points below standard
Increased 12.5 points	8 Students	Increased 10.0 points
16 Students		99 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	42.6 points below standard
9 Students	4 Students	Increased 20.8 points
		23 Students

Conclusions based on this data:

1. All of our Student Groups increased in performance in English Language Arts.
2. African American students increased the most in performance in English Language Arts with an increase of 48.3 points.
3. Hispanic students increased the least in performance in English Language Arts with an increase of 10 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
50.3 points below standard	74.5 points below standard	0 Students
Increased 7.7 points	Increased 7.2 points	
176 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	81.6 points below standard	54.2 points below standard
	Increased 25.9 points	Increased 11.4 points
	16 Students	146 Students

Students with Disabilities	African American	American Indian
		
Yellow	No Performance Color	No Performance Color
74.1 points below standard	97.9 points below standard	0 Students
Increased 9.2 points	Declined 13.5 points	
50 Students	20 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
55.9 points below standard	Less than 11 Students	59.2 points below standard
Increased 4.4 points	8 Students	Maintained 1.1 points
15 Students		98 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	20.3 points below standard
9 Students	4 Students	Increased 50.9 points
		23 Students

Conclusions based on this data:

1. Our homeless student group had the highest increase in performance with 25.9 points.
2. Hispanic students are the only student group that maintained in mathematics performance from the year prior.
3. African American students are the only student group that decreased in mathematics performance with a decline of 13.5 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
40.7% making progress.	making progress.
Number Students: 54 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
24.1%	35.2%	0%	40.7%

Conclusions based on this data:

1. 40.7 % of English Learners are making progress.
2. 0% of English Learners maintained ELPI Level 4.
3. 35.2% of English Learners maintained ELPI Levels 1 through 3H.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Bohn Elementary School is a TK-5 school, therefore we have no data for the Academic Performance College / Career category.
2. NA
3. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
28.6% Chronically Absent	29.1% Chronically Absent	0 Students
Declined 0.5	Increased 1	
413 Students	103 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	46.4% Chronically Absent	29.2% Chronically Absent
3 Students	Increased 19.8	Declined 1
	28 Students	346 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
35% Chronically Absent	28.9% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 12	Declined 1.4	2 Students
100 Students	38 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
25.5% Chronically Absent	6.3% Chronically Absent	30.5% Chronically Absent
Declined 9.9	Increased 6.3	Increased 0.9
47 Students	16 Students	233 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
31.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	31.1% Chronically Absent
Maintained 0	10 Students	Increased 4
22 Students		45 Students

Conclusions based on this data:

1. Overall, our school declined in Chronic Absenteeism by .5%.
2. Our Homeless student group had the highest increase in Chronic Absenteeism by 19.8%
3. Our Asian student group declined the most in Chronic Absenteeism by 9.9%

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Bohn Elementary School is a TK-5 school, therefore we have no data for the Academic Engagement Graduation Rate category.
2. NA
3. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	1	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Green	 No Performance Color
6.5% suspended at least one day	1.9% suspended at least one day	0 Students
Increased 1.2%	Declined 1%	
432 Students	106 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Red
Fewer than 11 students - data not displayed for privacy	3.3% suspended at least one day	6.9% suspended at least one day
3 Students	Declined 9.6%	Increased 0.6%
	30 Students	362 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
12.5% suspended at least one day	23.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 4.7%	Increased 2.5%	2 Students
104 Students	38 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
1.9% suspended at least one day	0% suspended at least one day	4.5% suspended at least one day
Increased 1.9%	Maintained 0%	Increased 0.5%
52 Students	16 Students	244 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
13% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.4% suspended at least one day
Increased 4.3%	10 Students	Increased 0.4%
23 Students		47 Students

Conclusions based on this data:

1. Our Homeless student group declined the most in suspensions by 9.6%.
2. Our Students with Disabilities increased the most in suspensions by 4.7%
3. Filipino students maintained their suspension rate from the year prior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Prepare each student for college and career readiness and ensure that each student meets grade level standards with a focus on closing the achievement gap between all student groups. 3rd - 5th grade students will demonstrate an increase in growth by at least 3 percentage points as measured on their ELA (CAASPP), math (CAASPP), and science (CAST) benchmark targets by the end of the 2025-2026 school year. In alignment with this goal, we will concentrate actions, services, and resources on the following TUSD key initiatives:
a. Provide STEM opportunities for each student
b. Offer Social-Emotional Learning (SEL) and mental health resources to meet the needs of each student
c. Implement a Multi-tiered System of Support (MTSS) for each student identified as at-risk
e. Ensure each student achieves grade-level reading proficiency by the conclusion of 3rd grade

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Dashboard Report for Louis A. Bohn Elementary, the following areas require significant improvement:
1. ELA Academic Performance (Yellow)
    - 51.5 points below standard, but increased by 12.4 points
    - Equity Concern: SWD are in the Orange category for ELA
2. Math Academic Performance (Yellow)
    - Mathematics: 50.3 points below standard, with a 7.7-point increase
    - Equity Concern: Hispanic student group is in the Orange category for math
3. Science Academic Performance (Informational, No Performance Color)
    - Current Performance: 18.3 points below standard
    - Trend: Improved by 12.9 points, but still below expectations
4. English Learner Progress (Orange)
    - Current Progress Rate: 40.7% of English Learners making progress
    - Trend: Declined by 10%, which is a significant drop
    - Equity Concern: Potential barriers for multilingual learners

While some improvements have been made, areas such as suspension rates, chronic absenteeism, and English Learner progress remain critical.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts and Mathematics Proficiency Data (Grades 3-5)	ELA: 51.87% (23-24), which is an improvement from 46.29% (22-23), of students in grades 3-5 who exceeded, met, or nearly met ELA standards overall GOAL MET Math: 58.51% (23-24), which is an increase from 52.58% (22-23), of students in grades 3-5 who exceeded, met, or nearly met math standards overall GOAL MET	ELA: 3% increase of students in grades 3-5 will exceed, meet, or nearly meet ELA standards overall Math: 3% increase of students in grades 3-5 will exceed, meet, or nearly meet math standards overall
California School Dashboard English Language Arts and Mathematics Data (Grades 3-5)	ELA: 51.5 points below standard (23-24), which is an improvement from 63.9 points below standard (22-23), of all students in grades 3-5 GOAL MET Math: 50.3 points below standard (23-24), which is an improvement from 58 points below standard (22-23), of all students in grades 3-5 GOAL MET	ELA: Decrease points below standard by 5 points in grades 3-5 Math: Decrease points below standard by 5 points in grades 3-5
CAASPP Science Proficiency Data (Grade 5)	Science: 71.16% (23-24), which is an improvement from 54.72% (22-23), of students in grade5 who exceeded, met, or nearly met standard for science overall GOAL MET	Science: 3% increase of students in grade 5 will exceed, meet, or nearly meet science standard overall
FastBridge English Language Arts and Mathematics Data (Grades 2-5)	ELA-areading 38% (2024) which is a 4% decrease from 42% (2023) of students scored "College Pathway" or "Low Risk" as measured by the Winter (2024) FastBridge aReading assessment. GOAL NOT MET 49% (2024) which is a 4% increase from 45% (2023) of students in grades 2-5 scored "Low Risk" as measured by the Winter (2024) FastBridge AUTOreading assessment. GOAL MET Math: 36% (2024) which is a 2% increase from 34% (2023) of students in grades 2-5 scored "College Pathway" or "Low Risk" as measured by the Winter 2024 FastBridge aMath assessment. GOAL NOT MET ELA-areading 42% (WI 2023-2024) which is a 3% increase from 39% (WI2022-2023) of students scored "College Pathway" or "Low Risk" as measured by the Winter 2023-2024 FastBridge aReading assessment. GOAL MET	ELA: 3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge aReading and AUTOreading assessments. Math: 3% increase in students scoring "College Pathway" or "Low Risk" as measured by aMath FastBridge assessments.

	45% (2023-2024) which is an 8% decrease from 53% (2022-2023) of students in grades 2-5 scored "Low Risk" as measured by the Winter (2023-2024) FastBridge AUTOreading assessment. GOAL NOT MET Math: 34% (WI2023) which is a 3% decrease from 37% (WI2022) of students in grades 2-5 scored "College Pathway" or "Low Risk" as measured by the Winter 2023-2024 FastBridge aMath assessment. GOAL NOT MET	
ELPAC Assessment Data (Grades K-5)	47.41% (23-24), which is a decrease of 50.27% (22-23), of EL students have developed well or moderately toward English language proficiency GOAL NOT MET since the percentage decreased 2.86%	3% increase of English Learners will develop well or moderately toward English language proficiency
California School Dashboard English-Learner Progress (Grades K-5)	40.7% (23-24) of English Learners, which is a decrease from 50.7% (22-23), of English Learners are making progress toward English language proficiency. GOAL NOT MET since percentage of student progressing declined 10%	3% increase of English Learners will make progress toward English language proficiency

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Learning Communities (District Funded) To maximize student achievement and ensure effective instructional practices, teachers will engage in Professional Learning Communities (PLCs) during Early Release Mondays (ERMs) and other designated collaboration times. These structured meetings will allow teachers to analyze student data, plan targeted instruction, and implement best practices in literacy, math, and STEM. Teachers will: • Work collaboratively in PLCs, Grade Level Collaboration, and Vertical Articulation to ensure instructional alignment across grade levels. • Use multiple data sources (common formative assessments, universal screeners, district assessments, FastBridge, and school-adopted common formative assessments) to identify grade-level proficiency and plan instruction accordingly. • Adjust instruction and develop intervention strategies, including small group instruction and additional support	All Students	District Funded

	for students who need targeted intervention. • Collaborate with the Reading Support Teacher to implement effective literacy strategies, intervention models, and differentiated supports to improve reading proficiency across all student groups. • Refer students requiring additional intervention to the Student Support Team (SST) for further analysis of academic, behavioral, and social-emotional progress and develop Multi-Tiered Systems of Support (MTSS) plans as needed. This initiative supports TUSD's Key Initiatives by: • Implementing a Multi-Tiered System of Support (MTSS): o Data-driven decision-making will help identify at-risk students early and provide targeted support to close learning gaps. • Providing STEM Opportunities for Each Student: o PLCs will include dedicated time to discuss STEM integration strategies, ensuring equitable access to STEM learning experiences. • Ensuring Grade-Level Reading Proficiency by 3rd Grade: o Collaboration with the Reading Support Teacher will enhance intervention efforts and ensure students receive the necessary Tier 1, Tier 2, and Tier 3 supports to improve reading skills. District Funded		
1.2	Para Educators (1a4, 1b1, 1c1) To advance college and career readiness and close the achievement gap, Bohn Elementary will fund five paraeducators who will support literacy instruction and intervention in collaboration with the Reading Support Teacher. These paraeducators will provide targeted small-group instruction and one-on-one interventions to reinforce foundational literacy skills, enhance comprehension, and support struggling readers across all tiers of instruction (Tier 1, Tier 2, and Tier 3). This initiative aligns with TUSD's Key Initiatives through the following actions: • Multi-Tiered System of Support (MTSS) Implementation: o Paraeducators will assist in delivering Tier 1 whole-class literacy support, ensuring differentiated instruction and guided practice. o They will provide Tier 2 targeted interventions by working with small groups on fluency, phonics, comprehension strategies, and vocabulary development. o In Tier 3, paraeducators will offer one-on-one pull-out interventions for students requiring intensive reading support, under the direction of the Reading Support Teacher.	All Students	75,011 Title I 16,264 LCFF - Supplemental 15,500 LCFF - Supplemental 48 LCFF

	• Social-Emotional Learning (SEL) Support: o By working closely with students in small groups, paraeducators will build confidence, foster a love for reading, and provide individualized encouragement, helping students develop academic resilience and motivation. • STEM Integration & Literacy Enrichment: o Paraeducators will co-facilitate literacy-based STEM activities, such as research projects and problem-solving exercises, to reinforce critical thinking and engagement in science and technology. $75,011 (Title 1: RS3010) Para Salaries $16,264 (Targeted SES/EL/FY: RS0709) Para Salaries $15,500 ((Targeted EL: RS0710) $48 (LCFF) *1c1		
1.3	Instructional Supplies (1a2) To support student learning and engagement, each teacher will have access to a spending account to purchase instructional materials and supplies that meet the specific needs of their students. These materials will help ensure equitable access to grade-level standards and enhance the overall learning experience. Teachers will: • Use their spending account to purchase essential classroom materials aligned with grade-level standards. • Select resources based on student needs, including manipulatives, literacy tools, math supports, STEM kits, and other instructional enhancements. • Collaborate with the Reading Support Teacher to identify supplemental literacy materials that can reinforce foundational reading skills, intervention strategies, and small group instruction. • Align purchased materials with Multi-Tiered Systems of Support (MTSS) to provide targeted interventions for students needing additional support. • Ensure that all students have access to high-quality learning tools that support engagement, differentiation, and hands-on learning experiences. This initiative supports TUSD's Key Initiatives by: • Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade: o Teachers will have access to reading and writing materials that directly support early literacy development and comprehension skills. • Implementing a Multi-Tiered System of Support (MTSS): o Teachers can purchase intervention tools, differentiated resources, and scaffolding materials to support struggling learners and ensure equitable access to learning.	All Students	4,000 Title I 1,000 LCFF 2,000 LCFF - Supplemental 3,500 LCFF - Supplemental

	• Providing STEM Opportunities for Each Student: o Teachers can invest in STEM kits, hands-on science materials, and math manipulatives to strengthen real-world problem-solving and inquiry-based learning. $4,000 (Title 1: RS3010) $1,000 (LCFF) $2,000 (Targeted SES/EL/FY: RS0709) $3,500 (Targeted EL: RS0710)		
1.4	Enrichment Experiences (1a7) To enhance student engagement and deepen learning, all students will have access to field trips, assemblies, and other enrichment experiences that align with grade-level standards and curriculum objectives. These extended learning opportunities will provide real-world connections, hands-on experiences, and interactive learning environments that support academic growth. Teachers and staff will: • Organize standards-aligned field trips that extend classroom learning into the community, exposing students to STEM, history, literacy, and cultural experiences. • Plan guest speaker presentations and assemblies that connect to curriculum goals and foster career exploration, social-emotional learning (SEL), and community awareness. • Collaborate with the Reading Support Teacher to offer literacy-based enrichment activities that strengthen reading comprehension, vocabulary development, and student engagement with literature. • Ensure that all students have equitable access to extended learning opportunities, regardless of socioeconomic background, by providing funding assistance where needed. This initiative supports TUSD's Key Initiatives by: • Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade: o Literacy-focused enrichment experiences will increase exposure to reading materials and storytelling experiences that promote comprehension skills and a love of learning. • Providing STEM Opportunities for Each Student: o STEM-focused enrichment experiences will offer hands-on experiments, engineering challenges, and technology demonstrations that reinforce classroom concepts in science and mathematics. • Offering Social-Emotional Learning (SEL) and Mental Health Resources:	All Students	1,500 Title I 500 LCFF 250 LCFF - Supplemental 2,282 LCFF - Supplemental

	o Assemblies and other enrichment experiences will focus on character education, emotional regulation, teamwork, and leadership development. • Implementing a Multi-Tiered System of Support (MTSS) for At-Risk Students: o Enrichment opportunities will support diverse learning needs and help at-risk students stay engaged in school through experiential learning. $1,500 (Title 1: RS3010) $500 (LCFF) $250 (Targeted SES/EL/FY: RS0709) $2,282 (Targeted EL: RS0710) $1,400 (Targeted EL: RS0710)		
1.5	Professional Development (1a1) To ensure college and career readiness and close the achievement gap, Bohn Elementary will implement a comprehensive professional development (PD) plan focused on strengthening literacy, STEM, math, Multi-Tiered Systems of Support (MTSS), and site goals. Teachers will engage in high-quality professional development through a combination of on-site training, model lessons, collaborative planning, and attendance at local, state, and national conferences. Some of these opportunities will be led by San Joaquin County Office of Education experts, District TOSA experts, our Teacher Librarian, our Reading Support Teacher, and our Instructional Leadership Team (ILT). This initiative supports TUSD's Key Initiatives through the following professional learning opportunities: • Multi-Tiered System of Support (MTSS) Implementation: o Teachers will receive targeted training on tiered intervention strategies, formative assessments, and progress monitoring to ensure students receive the appropriate level of support. o Professional development will focus on data-driven decision-making to adjust instruction for student success. • Literacy Instruction & Grade-Level Proficiency Support: o Teachers will attend statewide literacy conferences and district-led training sessions to enhance structured literacy instruction, small-group reading strategies, and differentiated supports for early readers. o The Reading Support Teacher will provide model lessons and in-house professional development to strengthen phonemic awareness, fluency, and comprehension instruction. • STEM and Math Integration: o PD sessions will include hands-on strategies for inquiry-based STEM learning, conceptual math instruction, and real-world problem-solving. o Teachers will attend STEM and math-focused conferences to bring back innovative teaching	All Students	1,000 Title I 2,000 LCFF 3,000 LCFF - Supplemental None Specified

	practices that increase student engagement and achievement. • Technology Integration to Enhance Learning: o Our district technology department experts will continue to provide training on leveraging digital tools to accelerate, remediate, and reteach concepts. o Teachers will explore how to use emerging technology, adaptive learning platforms, and interactive tools to differentiate instruction and deepen student understanding. o Select teachers will attend technology-focused educational conferences to learn best practices in digital learning and instructional technology. • Conference Attendance & Continuous Learning: o Teachers will have the opportunity to travel to state and national conferences aligned with literacy, STEM, MTSS, equity, and instructional leadership to bring best practices and innovative strategies back to the school site. o Attendees will share key takeaways and resources with colleagues through site-based PD sessions and collaborative planning meetings. $1,000 (Title 1: RS3010) $2,000 (LCFF) $3,000 (Targeted EL: 0710)		
1.6	Designated English Language Development (1b1; see 1.2) To ensure that English Learners (ELs) develop the language skills necessary for college and career readiness, Bohn Elementary will provide consistent, structured Designated ELD instruction based on students' language proficiency levels. Each TK and Kindergarten English Learner will receive a minimum of 15 minutes of daily Designated ELD instruction, and each English Learner in grades 1-5 will receive at least 30 minutes of daily Designated ELD instruction (five days per week). Instruction will focus on building listening, speaking, reading, and writing skills aligned with California ELD Standards and will be tailored to students' specific language needs. EL Paraeducators will play a vital role in supporting this initiative by assisting teachers in delivering targeted language instruction, facilitating small-group interventions, and providing additional scaffolding and language-rich learning experiences to accelerate ELs' progress. This initiative supports TUSD's Key Initiatives in the following ways: • Multi-Tiered System of Support (MTSS) for English Learners: o Designated ELD instruction will be data-driven, using ELPAC results, formative assessments, and classroom observations to group students by proficiency levels. o EL paraeducators will provide tiered support,	All English Learners	None Specified None Specified None Specified None Specified

	working with students who need additional assistance to access academic content. • Ensuring Grade-Level Reading Proficiency by the End of 3rd Grade: o Designated ELD instruction will intentionally integrate literacy development, focusing on phonemic awareness, vocabulary acquisition, fluency, and comprehension to close language gaps early. o ELs will receive targeted small-group support to strengthen foundational reading and writing skills. • Providing Social-Emotional Learning (SEL) and Mental Health Support: o ELD instruction will incorporate collaborative discussions, role-playing, and real-world language applications to foster confidence and communication skills. o Teachers will create culturally responsive learning environments where ELs feel valued and empowered in their language development journey. $16,264 (Targeted EL: RS0709) (1b1; see 1.2)		
1.7	Supplementary Digital Learning Tools (1a13, 1a14, 1a15) To enhance student achievement and close the opportunity gap, Bohn Elementary will provide all TK-5 students with access to high-quality supplementary online learning programs in literacy, math, and science. These programs will provide supplementary support in differentiated instruction, intervention, and enrichment, ensuring that each student receives targeted supplementary support aligned with their individual learning needs. Every TK-5 student will receive: • A literacy online program to build foundational reading skills, comprehension, fluency, and vocabulary development. • A math online program to strengthen number sense, problem-solving, procedural fluency, and conceptual understanding. • A science online program to reinforce STEM learning, promote scientific inquiry, and provide equitable access to hands-on virtual labs and simulations. Teachers will regularly analyze data from these programs to: • Differentiate instruction and personalize learning pathways. • Identify students in need of intervention and provide targeted support. • Monitor progress and growth to ensure students meet grade-level expectations. This initiative supports TUSD's Key Initiatives by: • Implementing a Multi-Tiered System of Support (MTSS): o Online programs provide adaptive learning experiences, ensuring Tier 1, 2, and 3 students receive the appropriate level of support.	All Students	7,140 Title I None Specified

	o Data from these programs will drive intervention decisions, helping educators provide targeted small-group instruction. • Providing STEM Opportunities for Each Student: o The science program will supplement classroom instruction with interactive, hands-on virtual experiences, ensuring equitable access to STEM learning for all students. • Ensuring Grade-Level Reading Proficiency by the End of 3rd Grade: o The literacy program will intensify reading support by addressing phonemic awareness, fluency, and comprehension gaps. $4,890 (Title 1: RS3010) Literacy Program $750 (Title 1: RS3010) Math Program $1,500 (Title 1: RS3010) Science Program (to enhance STEM)		
1.8	Physical Education (1a11) To support student well-being, gross motor development, and teamwork skills, Bohn Elementary will provide additional supplies for Physical Education (PE) programs and recess activities. Ensuring all students have access to high-quality PE and recess equipment will promote physical fitness, increase student engagement, and foster collaboration and social-emotional development during structured and unstructured play. This initiative supports TUSD's Key Initiatives by: • Providing Social-Emotional Learning (SEL) and Mental Health Resources: o PE and recess activities allow students to develop cooperation, conflict resolution, and problem-solving skills, supporting their emotional and social well-being. o Active play contributes to reduced stress and increased focus, improving overall academic performance. • Implementing a Multi-Tiered System of Support (MTSS): o Physical activity is a critical component of whole-child development and supports Tier 1 interventions by fostering positive behavior and engagement. • Ensuring Equity in Access to Physical Activity: o Updated PE and recess equipment will ensure all students, regardless of ability level, have the opportunity to participate in engaging, developmentally appropriate activities. $250 (LCFF)	All Students	250 LCFF None Specified
1.9	Student Agendas (1a10) To enhance student organization, goal setting, and communication, each 3rd, 4th, and 5th grade student at Bohn Elementary will receive a daily agenda to track assignments, schedules, and	All Students in Grades 3rd-5th	760 Title I

	learning activities. These agendas will support students in developing essential executive functioning skills, reinforcing responsibility, and strengthening the home-school connection by improving communication between teachers, students, and parents. This initiative supports TUSD's Key Initiatives by: • Implementing a Multi-Tiered System of Support (MTSS): o Daily agendas provide a Tier 1 organizational tool for all students while allowing for individualized supports for those needing additional executive functioning strategies. • Offering Social-Emotional Learning (SEL) and Mental Health Resources: o Structured organization and goal setting can reduce student stress and anxiety related to assignments and deadlines. • Preparing Students for College and Career Readiness: o Teaching students time management and planning skills in elementary school fosters independence and prepares them for the demands of secondary education and beyond. $760 (Title 1: RS3010)		
1.10	FastBridge (District Funded) To track and enhance student achievement, we will use FastBridge and District assessments in Illuminate to monitor student performance growth throughout the school year. These assessments will provide valuable data that will be analyzed in Professional Learning Communities (PLCs), grade-level teams, and leadership meetings to inform instructional planning and targeted intervention strategies. Teachers, administrators, and the Reading Support Teacher will: • Administer FastBridge universal screeners and District assessments in Illuminate to measure student progress in literacy and math. • Analyze student growth data from the previous year's results and across grade-level cohorts to identify trends, strengths, and areas for improvement. • Use assessment data in PLC meetings to collaborate on instructional strategies, interventions, and enrichment opportunities. • Work with the Reading Support Teacher to use assessment results to identify students in need of Tier 1, 2, and 3 interventions and provide targeted literacy support. • Review assessment outcomes with site administration and leadership teams to ensure that instructional decisions are data-driven and aligned with student needs.	All Students	0 District Funded

	This initiative supports TUSD's Key Initiatives by: • Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade: o FastBridge and RCD assessments will help identify students needing additional reading support and ensure they receive targeted instruction from the Reading Support Teacher and classroom educators. • Providing STEM Opportunities for Each Student: o Assessment data will be used to guide differentiated math and science instruction, ensuring students develop critical problem-solving skills. • Implementing a Multi-Tiered System of Support (MTSS) for At-Risk Students: o Data will drive intervention decisions to support struggling students and accelerate learning growth. • Offering Social-Emotional Learning (SEL) and Mental Health Resources: o Reviewing student performance holistically ensures academic and social-emotional needs are addressed through data-informed decision-making. District Funded		
1.11	Substitutes for MTSS Professional Development and Planning (1a3) To enhance instructional effectiveness and improve student outcomes, teachers will be provided with substitute coverage for designated planning days. These planning days will allow for collaboration, curriculum development, intervention planning, and data analysis to support all students. By dedicating time for focused professional learning and instructional planning, educators will strengthen grade-level alignment, integrate evidence-based strategies, and address the diverse academic and social-emotional needs of students. Teachers and staff will: • Engage in collaborative planning sessions aligned with grade-level standards to ensure rigorous and cohesive instruction across classrooms. • Develop and refine STEM-focused lessons, incorporating hands-on learning opportunities that enhance problem-solving, critical thinking, and inquiry-based exploration. • Plan interventions within a Multi-Tiered System of Support (MTSS) to address the needs of at-risk students, ensuring differentiated support for academic success. • Analyze assessment data to inform instruction, monitor student progress, and adjust teaching strategies to meet the needs of diverse learners. • Strengthen English Learner (EL) instruction by integrating language	All Students	7,055 Title I 4,000 LCFF 5,575 LCFF - Supplemental 4,000 LCFF - Supplemental

	acquisition strategies and culturally responsive teaching practices. • Enhance Social-Emotional Learning (SEL) lessons, fostering a positive classroom environment, emotional regulation skills, and student well-being. This initiative supports TUSD's Key Initiatives by: • Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade o Focused planning time will allow teachers to refine literacy instruction, analyze reading data, and implement effective interventions to support comprehension and vocabulary development. • Providing STEM Opportunities for Each Student o Collaboration on STEM curriculum and lesson development will ensure engaging, hands-on learning experiences that strengthen science, technology, engineering, and math skills. • Offering Social-Emotional Learning (SEL) and Mental Health Resources o Dedicated time for SEL lesson planning will help teachers incorporate social-emotional competencies into daily instruction, fostering resilience, collaboration, and positive student relationships. • Implementing a Multi-Tiered System of Support (MTSS) for At-Risk Students o Data analysis and intervention planning will allow teachers to target support for struggling students, ensuring equitable access to academic and behavioral resources. $7,055 (Title 1: RS3010) $4,000 (LCFF) $5,576 (Targeted SES, EL, FY: RS0709) $4,000 (Targeted EL: RS0710)		
1.12	Elementary Reading Professional Learning (District Funded) To enhance literacy instruction and ensure students achieve grade-level proficiency, all K-3 teachers and elementary RSP teachers will participate in the Elementary Reading Academy Professional Learning during the 2025-2026 school year. This initiative, in partnership with Tracy Unified and Core Learning, is grounded in the Science of Reading and focuses on developing educators' knowledge and skills for high leverage reading instruction. The professional learning will continue into the 2026-2027 school year, further deepening teachers' instructional strategies. Teachers and staff will: · Engage in structured professional development sessions led by Core Learning experts, focusing on evidence-based reading instruction strategies. · Implement instructional approaches aligned with the Science of Reading to support phonemic awareness, decoding, fluency, and comprehension skills.	All Student in Grades K-3rd	District Funded

	· Work collaboratively with the Reading Support Teacher to refine small group instruction, co-teaching strategies, and targeted interventions for struggling readers. · Utilize data from Fastbridge Assessments and District RCD Pre and Post Assessments to inform instructional adjustments and monitor student progress. · Participate in follow-up coaching sessions to ensure the application of new strategies in daily instruction. This initiative supports TUSD's Key Initiatives by: Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade: · Teachers will implement structured literacy approaches that focus on foundational reading skills, ensuring students build the necessary competencies to become proficient readers. Implementing a Multi-Tiered System of Support (MTSS) for At-Risk Students: · Educators will learn to differentiate reading instruction based on assessment data, providing targeted interventions for students who need additional support. · The Reading Support Teacher will collaborate with classroom teachers to ensure students receive appropriate Tier 1, 2, and 3 literacy instruction. Providing STEM Opportunities for Each Student: · The professional learning will include strategies for integrating literacy across content areas, including STEM, by emphasizing vocabulary development and comprehension in math and science texts. Offering Social-Emotional Learning (SEL) and Mental Health Resources: · Literacy development is closely linked to student confidence and engagement. The professional learning will emphasize strategies that support students' motivation, perseverance, and self-efficacy in reading. District Funded		
1.13	Reading Support Teacher (1c3, 1d2) To close the achievement gap and ensure all students meet grade-level standards, TUSD has hired a Reading Support Teacher who will implement a push-in co-teaching and platooning model for Tier 1 and Tier 2 instruction while also providing pull-out intervention for Tier 3 students. This model aligns with TUSD's Key Initiatives by ensuring targeted literacy support for all students, especially those identified as at-risk, through the following strategies: • Push-in Model for Tier 1 & 2: The Reading Support Teacher will collaborate with classroom teachers to co-teach foundational reading skills, small-group instruction, and differentiated support during core ELA instruction.	All Students in Grades K-3rd	District Funded 750 Title I 150 LCFF - Supplemental 150 LCFF - Supplemental

	• Platooning Approach for Tiered Instruction: Students will receive targeted literacy instruction based on their reading proficiency, ensuring that Tier 1 students receive enrichment, Tier 2 students receive additional scaffolded instruction, and Tier 3 students receive intensive intervention. • Pull-Out Model for Tier 3: Identified students needing the most support will receive explicit, systematic instruction in foundational literacy skills outside of the core classroom setting to accelerate reading growth. • Integration with MTSS: Student progress will be closely monitored through universal screeners, formative assessments, and benchmark testing (CAASPP, CAST), allowing for data-driven instruction and responsive intervention. • Alignment with SEL & Mental Health Supports: Literacy support will incorporate strategies that promote student confidence, perseverance, and social-emotional learning, ensuring students develop resilience in their academic progress. District Funded *$750 (Title 1: RS3010) *$150 (Targeted SES, EL, FY: RS0709) *$150 (Targeted EL: RS0710) *additional time-sheeted hours above and beyond the regular workday		
1.14	Library Collection (1a8, 1a9) To foster a love of reading and ensure access to high-quality, diverse literature, we will invest in library supplies that support a well-rounded collection reflecting the interests, cultures, and academic needs of all students. Additionally, a bi-annual book fair will provide students with opportunities to explore new literature, discover engaging stories, and build personal reading habits that contribute to lifelong literacy. Teachers and staff will: • Expand and diversify the library collection by selecting books that represent a variety of cultures, perspectives, and genres to engage all learners. • Ensure equitable access to literature by providing high-interest books at different reading levels to support students across the learning spectrum, including English Learners (EL) and students receiving interventions. • Host bi-annual book fairs to introduce students to newly published books, promote independent reading, and	All Students	250 Title I 50 LCFF - Supplemental 1,253 LCFF - Supplemental 250 LCFF

	encourage family engagement in literacy. • Integrate library resources into instruction by collaborating with teachers to align book selections with grade-level curriculum, thematic units, and student interests. • Provide literacy-based enrichment opportunities, such as author visits, read-aloud events, and book clubs, to inspire enthusiasm for reading. This initiative supports TUSD's Key Initiatives by: • Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade o A diverse and well-stocked library will provide students with access to engaging, developmentally appropriate texts that strengthen comprehension and fluency skills. • Providing STEM Opportunities for Each Student o The library collection will include STEM-related books, fostering curiosity about science, technology, engineering, and math through accessible, engaging literature. • Offering Social-Emotional Learning (SEL) and Mental Health Resources o Literature selections will include books that promote emotional intelligence, empathy, and problem-solving, supporting students' social-emotional growth. • Implementing a Multi-Tiered System of Support (MTSS) for At-Risk Students o Library resources and book fairs will ensure that all students, including those receiving interventions, have access to books that meet their academic and personal interests, fostering engagement and literacy development. $250 (LCFF) *1a9 $250 (Title 1: RS3010) $50 (Targeted SES, EL, FY: RS0709) $1,253 (Targeted EL: RS0710)		
1.15	Printing & Laminating (1e1, 1e2, 4a1) Contract for printing services (Riso & Ricoh contracts) and laminating additional EL support materials ($25 per teacher) $5,850 (Title 1: RS3010) $500 (Targeted EL: RS0710)	All Site	5,850 Title I 500 LCFF - Supplemental
1.16	STEM and the NGSS (1a6) To strengthen science, technology, engineering, and mathematics (STEM) education, we will provide additional NGSS-aligned supplies, hands-on activities, and professional development beyond district-provided resources. A key focus of this initiative will be the use of sense-making notebooks, which will help students document observations, ask questions, reflect on learning, and develop critical thinking skills as they engage	All Students	1,000 Title I 500 LCFF - Supplemental

	in STEM exploration. Teachers and staff will: • Implement sense-making notebooks as a tool for students to record scientific thinking, make connections, and demonstrate understanding of NGSS-aligned concepts. • Purchase additional STEM supplies to support hands-on learning, including lab materials, engineering kits, coding tools, and technology resources. • Engage students in inquiry-based STEM activities that promote critical thinking, problem-solving, and collaboration. • Participate in professional development focused on effective use of sense-making notebooks, ensuring students can use them to track their learning, develop explanations, and apply scientific reasoning. • Provide equitable access to STEM learning by incorporating differentiated instruction strategies that support all students, including English Learners (EL) and those receiving interventions through Multi-Tiered System of Support (MTSS). This initiative supports TUSD's Key Initiatives by: • Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade o Sense-making notebooks will reinforce literacy skills by engaging students in reading, writing, and explaining scientific concepts, improving comprehension and vocabulary. • Providing STEM Opportunities for Each Student o Hands-on STEM experiences combined with structured note booking strategies will allow students to record hypotheses, analyze data, and reflect on experiments, deepening their understanding of NGSS standards. • Offering Social-Emotional Learning (SEL) and Mental Health Resources o The use of sense-making notebooks will encourage self-reflection, perseverance, and problem-solving, fostering a growth mindset and resilience in learning. • Implementing a Multi-Tiered System of Support (MTSS) for At-Risk Students o Note booking will support differentiated instruction, providing students with multiple ways to express understanding and engage with STEM concepts at their own pace. $1,000 (Title 1: RS3010) $500 (Targeted EL: RS0710)		
1.17	Copies and Communication Enhancement (2d1, 4a2) Teacher and Office Copy Budgets: To improve communication, family engagement, and support	All Students	2,000 Title I

	student learning, funds will be allocated for both teacher and office copy budgets. These funds will ensure access to essential printed materials that are integral to effective classroom instruction, school-home communication, and family outreach. Supporting Instruction and Engagement: The printed materials will be used to reinforce student learning, provide families with valuable educational resources, and keep them informed and involved in the learning process. By ensuring that all students and families have access to these materials, we aim to strengthen the partnership between home and school, which is essential for student success. This initiative will focus on providing tools and resources that help families support their children's academic progress and stay engaged with school activities. $2,000 (Title 1) *4a2 $1,000 (LCFF) *4a2 $1,000 (LCFF) *2d1		2,000 LCFF None Specified
1.18	Teacher Librarian (District Funded) To support college and career readiness and close the achievement gap, Bohn Elementary will have a 50% Teacher Librarian dedicated to enhancing literacy instruction, research skills, and digital literacy. This role will strengthen tiered literacy support, provide technology-integrated learning experiences, and ensure library resources are leveraged to improve student achievement. This initiative aligns with TUSD and Bohn's Key Initiatives by incorporating the following strategies: • Tiered Literacy Instruction & Research Support: The Teacher Librarian will collaborate with classroom teachers to provide direct literacy instruction, research guidance, and academic vocabulary development, reinforcing Tier 1, Tier 2, and Tier 3 supports within the Multi-Tiered System of Support (MTSS) framework. • STEM Integration & Digital Literacy: Students will engage in technology-based literacy activities, coding, robotics, and research projects, supporting critical thinking and problem-solving skills aligned with CAASPP and CAST benchmarks. • Targeted Intervention for At-Risk Students (MTSS): The Teacher Librarian will work with Tier 2 and Tier 3 students (at times in partnership with the Bohn Reading Support Teacher), offering guided literacy groups, book clubs, and structured research projects to strengthen reading fluency, comprehension, and engagement. • Social-Emotional Learning (SEL) through Literature: The library will provide inclusive, diverse texts that foster	All Students	District Funded

	empathy, resilience, and perseverance, supporting student social-emotional development and engagement. • Library as a Literacy Hub: The library will serve as an interactive learning space, offering author visits, reading challenges, family literacy events, and opportunities for students to develop media literacy and research skills. District Funded		
1.19	Instructional Supplies for Reading Support Program (1c2, 1d1) To enhance student learning and support literacy development, funds will be allocated for instructional supplies specifically for the Reading Support Program. Each teacher will have access to a spending account to purchase materials that address the specific needs of students in reading and literacy. These materials will ensure equitable access to grade-level literacy standards and improve student engagement and comprehension. The Reading Support Teacher (RST) will: • Purchase Essential Literacy Materials: The RST will purchase materials that support reading instruction, including books, phonics tools, literacy manipulatives, and comprehension resources aligned with grade-level standards. • Align Resources with MTSS: Materials purchased will be aligned with the Multi-Tiered Systems of Support (MTSS) framework to provide differentiated interventions for students who need additional support in reading and literacy. • Ensure Access to High-Quality Tools: The RST will ensure that all students have access to high-quality instructional tools that foster engagement, differentiation, and hands-on learning. These tools will be selected to support a wide range of learning styles and reading abilities. This initiative supports TUSD's Key Initiatives by: • Ensuring Grade-Level Reading Proficiency by 3rd Grade: The RST will have access to targeted reading materials that directly support early literacy development, vocabulary building, and reading comprehension. • Implementing a Multi-Tiered System of Support (MTSS): The RST will be able to purchase intervention tools, scaffolding resources, and differentiated materials to help struggling readers and ensure equitable access to grade-level content.		1,000 Title I 286 LCFF - Supplemental 500 LCFF - Supplemental

	• Supporting Student Engagement and Differentiation: The RST will be able to invest in a variety of reading resources and literacy tools that engage students in meaningful learning experiences and encourage active participation in their reading development. $1,000 (Title 1: RS3010) $286 (Targeted SES, EL, FY: RS0709) $500 (Targeted EL: RS0710)		
1.20	English Learner Progress and ELD Instruction (District Funded) To improve English Learner (EL) outcomes and prevent students from becoming Long-Term English Learners (LTELs), we will strengthen both Designated and Integrated English Language Development (ELD) using aligned curriculum, instructional technology, and culturally responsive practices. A key focus of this initiative will be the use of the ELLevation platform to monitor progress, inform instruction, and support reclassification efforts. Teachers and staff will: • Provide daily Designated and Integrated ELD instruction using Wonders (K–5), aligned to the California ELD Standards. • Administer Interim and Practice ELPAC assessments beginning in October to familiarize students with item types and rigor while using results to guide instruction. • Use ELLevation to track progress, complete reclassification and RFEP monitoring forms, and identify students needing targeted intervention. • Participate in professional development such as the three-day California ELD Standards Institute and site-based training led by the EL Program Coordinator, with a focus on scaffolding, modeling academic language, and integrating student background knowledge. • Engage families as partners by sharing tools like the Family Empathy Interview and offering multilingual communication and resources. • Support at-risk ELs with additional push-in or pull-out intervention from para-educators and provide access to after-school or project-based learning opportunities to enhance real-world language use. This initiative supports TUSD's Key Initiatives by: • Ensuring Each Student Achieves Grade-Level Reading Proficiency by 3rd Grade o High-quality ELD instruction builds vocabulary, reading comprehension, and academic language, accelerating progress toward grade-level literacy.		District Funded

	• Providing STEM Opportunities for Each Student o ELD strategies support access to complex content in STEM by developing the language needed for inquiry, discussion, and written explanations. • Offering Social-Emotional Learning (SEL) and Mental Health Resources o Culturally responsive practices and home language integration build confidence, a sense of belonging, and engagement in learning. • Implementing a Multi-Tiered System of Support (MTSS) for At-Risk Students o ELLevation data and formative assessments will guide interventions and ensure timely, differentiated support for ELs at risk of becoming LTELs. District Funded		
1.21	Additional Unexpected Expenditures (2a4) This line item is included to provide flexibility and responsiveness in addressing unanticipated needs that may arise during the implementation of activities supporting Goal 1: College and Career Readiness and Goal 2: Safe and Equitable Learning Environment. Throughout the school year, unforeseen circumstances may require additional resources, such as: • Replacing or repairing instructional materials or technology essential to academic learning • Purchasing supplemental supplies to support student engagement in intervention or enrichment activities • Addressing emerging student needs through additional social-emotional learning materials or supports • Covering costs related to family outreach efforts that were not originally budgeted, but are essential for improving student outcomes or increasing parent engagement Having a designated allocation for additional unexpected expenditures ensures that the school can sustain momentum toward meeting academic and social-emotional goals without delays due to budget constraints. This proactive approach directly supports the SPSA by maintaining alignment with goals focused on student achievement and well-being. $3,000 (LCFF) $250 (Targeted SES/EL/FY: RS0709) $1,500 (Targeted EL: RS0710) *see 2.9		None Specified 3,000 LCFF 1,750 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The data shows progress across multiple metrics. For example, the ELA proficiency rate improved from 46.29% to 51.87%, and Math proficiency improved from 52.58% to 58.51%. These increases demonstrate a positive trend toward meeting the goal of improving student performance in ELA and Math, which aligns with the overarching aim of closing achievement gaps.

Strengths:

- The implementation of STEM opportunities seems to have had an impact on student growth, particularly in science, with science proficiency improving from 54.72% to 71.76%.
- The CAASPP ELA and Math proficiency outcomes show that many students moved toward meeting or exceeding grade-level standards, especially in ELA (which was up by about 5 percentage points).

Weaknesses:

- Despite the improvements, the data indicates that some outcomes (like FastBridge assessments and ELPAC data) have not met the intended goals. There's a slight decrease in English Learners' progress in their language proficiency, as indicated by the 2.86% drop in the ELPAC data, which needs attention.
- FastBridge English/Math data in grades 2-5 showed that growth did not meet targets, indicating that interventions or instructional strategies may need to be refined or further implemented for students in these grades.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- The data shows several areas of growth, but some goals were not fully met, such as in the FastBridge English and Math data and ELPAC results. This could be due to a mismatch between the strategies implemented and the resources allocated.
- For example, the MTSS framework and SEL programs may not have been fully funded or might not have been implemented to their fullest potential, impacting the outcomes for specific student groups, like English learners or students identified as at-risk.
- The budgetary differences could be contributing to the gaps, as interventions for at-risk students (especially in literacy and math) may need additional resources or adjustments to fully support their growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Adjusting the support for English Learners: Given the slight decrease in ELPAC results and English Learners' progress, the strategies might need to shift to better target the needs of these students, especially in early grades.
- Focus on FastBridge Data: A more targeted focus on improving FastBridge scores in grades 2-5 is necessary. This could involve adjusting intervention programs and allocating more resources to those students.
- Enhance Multi-Tiered System of Support (MTSS): The MTSS could be further refined to ensure that interventions are more tailored to individual needs, particularly for students in lower-performing groups.
- Science and Math Focus: Given the success in improving science proficiency, integrating more cross-curricular STEM projects could further reinforce students' understanding in math and science.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide a safe and equitable learning environment (including decreasing chronic absenteeism and reducing suspension rates) for all students, teachers, and staff where students' social-emotional welfare is our top priority. Foster positive parent, student, and community involvement and engagement to promote and support student success. Increase regular school attendance to support academic engagement. Provide a healthy and welcoming environment that will meet students' social-emotional learning needs, and provide the mental health counseling and resources that students need in order to decrease suspension rates. Increase our outreach efforts to gain more parental involvement in discussions regarding student progress and ways to work together to support improved student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment for all students and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Dashboard Report for Louis A. Bohn Elementary, the following areas require significant improvement:
1. Chronic Absenteeism (Orange)
- Current Rate: 28.6% of students are chronically absent
- Trend: Decreased slightly by 0.5%, but still a major concern
- Equity Concern: English Learners, Hispanic, Students with disabilities (SWD), and White student groups are in the Red category

2. Suspension Rate (Red - Most Critical Area)
- Current Rate: 6.5% of students suspended at least one day
- Trend: Increased by 1.2%, signaling a growing issue
- Equity Concern: African American, Socioeconomically Disadvantaged (SED), SWD, White student groups are in the Red category

2025 LCAP Survey: School Climate & Safety
All parents, students in 4th and 5th grade, and all staff are surveyed on school climate & safety.
1. Areas of Strength
- 100% of parents report they are comfortable talking to his or her teacher(s) if they have a question, comment, or concern about their child. (100% in 2024)
- 90.91% of parents report the buildings and grounds at the school are clean and well maintained. (98.21% in 2024)
- 96.67% of parents report their child is safe at school before, during, and after school on the school ground and in the classroom. (98.88 in 2024)
- 82.93% of students report their teachers recognize the good work they are doing and provide timely feedback. (87.69% in 2024)
- 80.49% of students report the school communicates the importance of respecting all cultural beliefs and practices. (85% in 2024)
- 92.69% of students report they know the school rules. (95.65% in 2024)
- 83.33% of staff reports members of the school/department collaborate to achieve our school goals. (100% in 2024)
- 100% of staff reports the buildings and grounds at this school are clean and well maintained. (100% in 2024)
- 91.67% of staff report their workplace is safe. (100% in 2024)

2. Areas for Growth
- 75% of parents report the school encourages all students to do challenging work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality
- 51.22% of students report the buildings and grounds at the school are clean and well maintained
- 72.73% of staff reports the school encourages all students to do challenging work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge MySAEBRS SocialEmotional Learning Survey	63% (2024) a decrease from 64% (2023) of students scored "Low Risk" as measured by the Winter 2024 FastBridge mySAEBRS screening. GOAL NOT MET 33% (2024) no change from 33% (2023) of students scored "Some Risk" as measured by the Winter 2024 FastBridge mySAEBRS screening. NO GOAL 4% (2024) an increase from 3% (2023) of students scored "High Risk" as measured by the Winter 2022 FastBridge mySAEBRS screening. GOAL NOT MET	3% increase in students scoring "Low Risk" as measured by FastBridge mySAEBRS screening. 3% decrease in students scoring "High Risk" as measured by FastBrige mySAEBRS screening.
California School Dashboard Chronic Absenteeism	28.6% (23-24), which is a decrease from 29.1% (22-23), of students in grades TK-5, are Chronically Absent GOAL NOT MET since the decrease is only .5%	3% decrease in students who are chronically absent
California School Dashboard Suspension Rate	6.5% (2024) an increase from 5.3% (2023) of all students were suspended at least one day. GOAL NOT MET	3% decrease in students suspended at least one day
SSC Attendance	40% (24-25) a decrease from 70% (23-24) of School Site Council members have attended meetings. GOAL NOT MET	Increase School Site Council attendance
ELAC Attendance	80% (24-25) an increase from 71% (23-24) of ELAC members have attended meetings. GOAL NOT MET	Increase English Language Advisory Committee attendance
Back to School Night, Parent Teacher Conference, and Open House Participation Rate	60% (24-25) an increase from 54% (23-24) of parents attended Back to School Night. GOAL NOT MET 84% (24-25) of parents attended Parent Teacher Conferences a decrease from 85% (23-24). GOAL NOT MET	85% of families will attend Back to School Night, Parent Teacher Conferences, and Open House.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Social-Emotional Learning (SEL) and School Climate (2a3) Goal: Provide a safe and equitable learning environment where students' social-emotional welfare is prioritized, fostering positive parent, student, and community engagement to support student success. This initiative aims to decrease chronic absenteeism, reduce suspension rates, and improve overall school climate by focusing on	All Students	200 Title I 250 LCFF

	students' mental health and social-emotional learning (SEL) needs. Key Strategies and Actions: 1. Building Relationships and Social Connections: o First Week of School: Across all grade levels, dedicate the first week to building relationships with students and fostering social connections between classmates. Teachers will engage in team-building activities and SEL-focused discussions to create a safe and supportive classroom environment from the outset. o Peer Collaboration: Facilitate opportunities for students to work with peers in other classrooms, across grade levels, to support each other's academic progress and emotional well-being. This collaborative environment promotes teamwork, empathy, and responsibility. 2. Data-Driven SEL Support: o mySABERS SEL Assessment: Use SEL assessment data from mySABERS to identify at-risk students and monitor their progress. This data will be reviewed at least three times annually to tailor SEL interventions and track improvement. o Intervention Strategies: Based on assessment results, students requiring additional SEL support will be provided counseling services, with targeted interventions designed to address specific needs, such as stress management, peer relationships, and emotional regulation. 3. School-Wide SEL Curriculum: o 2nd Step Program: Implement the 2nd Step social-emotional curriculum school-wide starting on the first day of school. This research-based program will focus on fostering empathy, self-regulation, and problem-solving skills among students to promote a positive school culture. o School Celebrations: Use school events such as (but not limited to) SHARKS Character Counts, Red Ribbon Week, and DARE to reinforce SEL principles, encourage positive behavior, and highlight the importance of making responsible choices. 4. Positive Reinforcement and Communication: o Student Celebrations: Post student celebrations, growth, and work on school social media to publicly recognize student achievements and encourage a sense of pride and accomplishment within the community. o Cultural Awareness: Ensure students understand the importance of respecting all cultural beliefs and practices. Regular communication about inclusivity and diversity will help foster a welcoming environment for all. 5. Engagement with Families: o Increase Parent Involvement: Actively engage parents in discussions about student progress and how they can support their children's social-emotional and academic growth. This will include regular communication through meetings, newsletters, and school events aimed at strengthening the home-school connection.		

	o Outreach for Support: Provide resources for parents to access mental health counseling and SEL supports, ensuring they have tools to help their children thrive both academically and emotionally. 6. Multi-Tiered System of Support (MTSS): o Collaborative Efforts: Teachers will work in Professional Learning Communities (PLCs) and collaborate with the Student Support Team (SST) to develop and implement MTSS plans for students identified as needing additional behavioral, academic, or social-emotional support. This will involve data-driven decision-making to provide tiered interventions and track student progress across all areas. 7. Alignment with TUSD Key Initiatives: o Equitable Access to Support: Through a structured approach to SEL and community involvement, we aim to close the achievement gap, decrease chronic absenteeism, and reduce suspension rates—especially among groups with the highest needs, such as English learners, students with disabilities (SWD), and socioeconomically disadvantaged students. o STEM and SEL Integration: Dedicated time during PLCs will allow teachers to integrate STEM opportunities with SEL practices, ensuring that all students have equitable access to both academic and personal development opportunities. $250 (LCFF) $200 (Title 1: RS3010)		
2.2	Behavior and Discipline Support Initiative (2a3) Goal: Provide a structured and supportive school environment that promotes positive behavior, reduces disciplinary issues, and enhances academic engagement. This initiative focuses on fostering positive behavior through student involvement, goal setting, and consistent behavioral expectations to improve overall school climate and reduce disciplinary incidents. Key Strategies and Actions: 1. Classroom Agreements and Student Involvement: o Developing Agreements: At the start of the school year, all students in each class will contribute to developing the classroom agreements, which will be followed throughout the year. This collaborative process empowers students to take ownership of their behavior and classroom expectations, creating a sense of community and responsibility. 2. Clear Communication of Expectations: o Behavioral Expectations: At the beginning of the school year, the principal will visit each classroom to review the behavior expectations for all students, emphasizing the principles of being a "Bohn Shark." These expectations will be consistently communicated and reinforced throughout the year, ensuring all students understand the behavioral	All Students	250 LCFF 200 Title I

	standards. o Parent Communication: Parents will be informed of the behavior expectations for the year through letters, meetings, and school events. This ensures that the home and school are aligned in promoting positive behavior and academic success. 3. Support for Students with Behavioral Needs: o Behavioral Agreements: For students requiring additional behavioral support, individual behavior agreements will be developed. These agreements provide a clear structure and expectations for students needing extra guidance in managing their behavior. o Behavioral Support in PLCs: A portion of PLC time will be dedicated to discussing specific subgroups of students (e.g., those exhibiting disruptive behavior, withdrawn students, chronically absent/tardy students, ELD, homeless, foster youth). In these discussions, teachers will review current strategies, evaluate student progress, and identify students who may need to be referred to the Student Support Team (SST) for further intervention. 4. Physical Fitness and Healthy Habits: o Physical Activity: A designated amount of time each week/day will be dedicated to physical fitness, promoting the development of healthy habits and encouraging students to engage in regular exercise. This contributes to positive behavior and improves focus and engagement in academic activities. o Encouragement of Healthy Choices: Students will be encouraged to adopt healthy habits, both physically and mentally, to support their overall well-being and contribute to a positive school climate. 5. Positive Behavior Support System: • SHARKS PBIS System: To reinforce positive behavior, the school will implement our SHARKS PBIS system. Students will earn SHARK tickets for being "caught being good" and demonstrating the SHARKS traits. These tickets will be awarded to students who consistently display these traits in and outside the classroom, encouraging them to make responsible choices aligned with the school's behavioral expectations. o S = Self-disciplined o H = Honorable o A = Ambitious o R = Resourceful o K = Kindhearted o S = Successful • Celebrating Positive Behavior: To recognize and celebrate positive behavior, SHARK tickets will be drawn for special prizes, such as Pizza with the Principal. Additionally, students can save their tickets and use them as "currency" at our Shark Cart, where they		

	can "purchase" prizes. This system motivates students to continue making positive choices and highlights the value of demonstrating SHARKS traits. Regular celebrations and recognition will take place throughout the year to reinforce the importance of good behavior and responsible decision-making. 6. Multi-Tiered System of Support (MTSS): o Focused Support for At-Risk Students: The staff will work collaboratively in PLCs to identify students in need of additional support, particularly those exhibiting behavioral challenges. By using data-driven discussions, the school will ensure that targeted interventions and resources are provided to students at various levels of need. $250 (LCFF) $200 (Title 1: RS3010) $500 (PTO)		
2.3	Attendance Support Initiative (2a1) Goal: Improve student attendance, reduce chronic absenteeism, and engage families in supporting regular school attendance to enhance academic achievement and overall school success. Key Strategies and Actions: 1. Communication of Attendance Expectations: o Ongoing Communication: Regularly communicate the importance of good attendance to students and parents through various formats such as newsletters, office displays, Facebook posts, and School Messenger. Information will be provided in both English and Spanish to ensure accessibility for all families. o Celebrating Improvement: Each school newsletter will feature attendance updates, celebrating improved attendance rates and recognizing students for their commitment to being present at school. 2. Back-to-School Night and Family Engagement: o Parent Education: During Back to School Night, families will be provided with an educational video from the Attendance Works website, which emphasizes the importance of good attendance. This will help reinforce the school's messaging about attendance and encourage parents to prioritize their children's attendance. 3. Monitoring and Follow-up: o Weekly Attendance Monitoring: Attendance will be regularly monitored by administration, office staff, and the parent liaison. Students who are absent for two or more days without prior notice will trigger a follow-up from the school, including a phone call to the family to check on any resources or support they may need. o Attendance Support: A proactive approach will be taken to ensure that families have access to any necessary resources, information, or community support.	All Students	None Specified 500 LCFF 50 LCFF - Supplemental

	4. Parent Meetings for Attendance Concerns: o Monthly Parent Meetings: Monthly meetings will be scheduled with the parents of students who are showing signs of poor attendance. These meetings will address the importance of good attendance, discuss any barriers to attendance, and provide support through goal-setting and community resources. The team will work with families to create an Attendance Success Action Plan to improve attendance. 5. Tracking and Intervention: o Chronic Absenteeism Monitoring: The attendance team will maintain updated lists of students who are chronically absent or truant. Students identified will receive targeted interventions, including follow-up phone calls, letters, and home visits to address any ongoing attendance concerns. If necessary, SART and SARB referral procedures will be followed to further support families. 6. Incentivizing Attendance: o Enrichment Activities: To incentivize and celebrate good attendance, the school will implement enrichment activities. This initiative supports TUSD's Key Initiatives by: • Increasing Regular School Attendance: By consistently communicating the importance of good attendance and offering support to families, the initiative aims to improve attendance rates across the school, ensuring that students are present and engaged in the learning process. • Providing Family and Community Support: Regular communication and monthly meetings will ensure families have the resources and guidance needed to overcome barriers to attendance, enhancing the school-home partnership for student success. • Fostering a Positive School Culture: Incentivizing good attendance will reinforce the value of being present in school and contribute to creating a positive, supportive school environment where students are motivated to succeed. $500 (LCFF) $50 (Targeted SES/EL/FY: RS0709)		
2.4	Parent Engagement Initiative (District Funded) Goal: Strengthen the partnership between home and school to promote student success by engaging families in meaningful communication and involvement opportunities. This initiative focuses on building positive relationships, providing resources, and offering various ways for parents to contribute to their child's educational experience. Key Strategies and Actions: 1. Establishing Positive Family Connections: o Initial Family Engagement: At the beginning of	All Students	District Funded

	the school year, teachers and the school will proactively establish a positive connection with each family. Methods of communication will be confirmed, and parents will be informed that interpreters are available when needed. Teachers will provide parents with a clear timeline for when to expect various communications throughout the year. o Multiple Forms of Communication: Teachers will offer various communication methods, such as emails, phone calls, newsletters, and the Remind App, to ensure consistent and accessible updates on classroom activities, school events, and student progress. 2. Language Access and Translation: o Translation Services: All communications will be translated into the home language of the student using translators or electronic translation platforms, ensuring families are fully informed and can engage in the learning process. o Consistent Updates: Teachers will regularly update families through class websites, newsletters, and other communication tools to provide information on current academic topics, student progress, upcoming events, and school celebrations. 3. Providing Valuable Resources to Families: o Community Resources: Information on community resources, such as food, healthcare, homelessness support, transportation, and counseling services, will be shared regularly to ensure families are aware of the support available to them. 4. Volunteer and Involvement Opportunities: o Classroom and Campus Volunteering: Parents will be informed about opportunities to volunteer in the classroom and on campus, including the option to apply for scholarships for fingerprinting fees through the PTO. o Engagement in School Committees: Parents will be encouraged to join the School Site Council, ELAC, PTO, and other district committees. Students will be involved in creating invitations to these committees, fostering a sense of responsibility and community. 5. Feedback and Parent Engagement: o Parent Surveys: Parents will be invited to complete occasional surveys to share their concerns and suggest topics they would like discussed in future Parent Café meetings. This ensures that the school is addressing the needs and interests of the community. o Monthly Parent Café: The Parent Café, hosted by the parent liaison and principal, will be held monthly to discuss the topics parents have expressed interest in, creating a space for open dialogue and collaboration. 6. Bilingual Parent Liaison Support: o Dedicated Liaison Support: Our bilingual parent liaison will be available for 2 days each week to assist all Bohn families. The liaison will support families with their needs, help increase parent		

	involvement, and promote a cohesive school community that values all families. This initiative supports TUSD's Key Initiatives by: • Fostering Strong Parent-School Partnerships: Through regular communication and accessible resources, the school ensures that parents are well-informed and empowered to support their children's education. • Increasing Parent Involvement: Offering a variety of volunteering and engagement opportunities, along with regular feedback opportunities, encourages parents to play an active role in the school community. • Building a Cohesive School Community: The bilingual support and inclusive initiatives ensure that all families, regardless of language or background, feel welcomed and are provided with the resources and support they need to actively engage in their child's education. District Funded		
2.6	Training for Para Educators Supporting Tier 2 and EL Students (2b1) Goal: Provide targeted training and professional development for paraeducators working with Tier 2 and English Learner (EL) students, ensuring they are equipped with the skills and strategies necessary to support these students' academic and language development effectively. Key Strategies and Actions: 1. Focused Training on Tier 2 Interventions: o Targeted Skill Development: Paraeducators will receive specialized training on supporting Tier 2 students, those who need additional interventions beyond the core classroom instruction. Training will focus on differentiating instruction, implementing small-group interventions, and using evidence-based strategies to address learning gaps in areas such as reading, math, and social-emotional skills. o Data-Driven Approaches: Paraeducators will be trained to use student data to identify students in need of Tier 2 support, track their progress, and adjust interventions based on student responses. This will ensure that students are receiving the appropriate level of support and that interventions are tailored to their specific needs. 2. Supporting English Learner (EL) Students: o Language Acquisition Strategies: Paraeducators will receive training on strategies for supporting English Learner (EL) students, including techniques for scaffolding language development and promoting academic success in both English and their native language. o Cultural Sensitivity and Engagement: Training will also include best practices for building relationships	Targeted students (including SES/FY/EL)	2,000 LCFF - Supplemental 250 LCFF - Supplemental None Specified

	with EL students and their families, addressing cultural differences, and ensuring that communication is clear and effective. Paraeducators will be equipped with tools to help EL students engage with the curriculum while developing their language skills. 3. Collaboration with Classroom Teachers: o Co-planning Sessions: Paraeducators will meet regularly with classroom teachers to collaborate on the development of intervention plans for Tier 2 and EL students. These meetings will focus on setting goals, reviewing student progress, and discussing strategies for adjusting instruction to meet the needs of these students. o Ongoing Communication: Teachers and paraeducators will maintain open lines of communication to ensure that interventions are implemented effectively and that all parties are informed about student progress and adjustments to instructional plans. 4. Regular Monitoring and Feedback: o Progress Monitoring: Paraeducators will participate in regular meetings to review the progress of Tier 2 and EL students, using data from formative assessments, classroom observations, and student work samples to gauge the effectiveness of interventions. o Reflective Practices: Paraeducators will be encouraged to reflect on their practice during team meetings, share successful strategies, and receive feedback on their approach. This will create an environment of continuous professional growth and improvement. 5. Professional Development and Continuous Support: o Ongoing Training Opportunities: Paraeducators will have access to ongoing professional development opportunities to strengthen their skills in supporting Tier 2 and EL students. Topics will include differentiated instruction, culturally responsive teaching, and the use of technology to enhance learning for diverse student groups. o Peer Learning and Support: Paraeducators will have opportunities to collaborate with their peers, share experiences, and discuss challenges and successes in supporting Tier 2 and EL students, fostering a community of practice that enhances overall instructional quality. This initiative supports TUSD's Key Initiatives by: • Targeted Interventions for At-Risk Students: By providing specialized training for paraeducators, the school ensures that Tier 2 and EL students receive the focused, data-driven interventions they need to succeed academically. • Support for English Learners: The training will provide paraeducators with effective strategies for supporting the language and academic development of EL students, helping them thrive in an English-language learning environment.		

	• Collaboration and Communication: Regular collaboration between paraeducators and teachers will ensure a cohesive approach to student support, with consistent monitoring and adjustments to meet the evolving needs of at-risk students. $250 (Targeted SES/EL/FY: RS0709) $2,000 (Targeted EL: RS0710)		
2.8	Ongoing Parent/Family Education and Outreach (2d1, 2d2, 4a3, 4a4) Goal: Engage and educate parents and families on how to support their children's academic achievement and well-being by providing accessible, ongoing opportunities for involvement and learning about school programs, resources, and student achievement strategies. Key Strategies and Actions: 1. Regular Communication and Updates: o Newsletters and PTO Communication: We will provide regular updates through newsletters and PTO communications to keep parents informed about school programs, student achievement strategies, upcoming events, and resources available to support student success. These communications will be available in both English and Spanish to ensure accessibility for all families. o Family Curricular Nights: Host Family Curricular Nights where parents can learn about specific academic strategies and resources available to help their children succeed. These events will provide practical tools and strategies for parents to use at home to support their children's learning in core subjects such as literacy and STEM. 2. Engaging Parents Through School Committees: o SSC and ELAC Meetings: Parents will be encouraged to attend School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings to gain a deeper understanding of school policies, curriculum, and how the school plans to meet the needs of all students. These meetings will provide a platform for parents to ask questions, give feedback, and actively participate in decisions that impact their children's education. o Inclusive Participation: Parents will be invited to contribute their ideas and suggestions during these meetings to ensure that school initiatives are aligned with the diverse needs of the community. Opportunities will be provided for parents to learn about how the school is supporting academic achievement, particularly for underrepresented student groups such as English Learners and those in need of additional academic interventions. 3. Ongoing Education and Support: o Access to Resources: Families will be made aware of school resources, including tutoring, counseling, and other academic support services, so they can take full advantage of the tools available to assist in their child's educational	All Students	2,250 LCFF 250 LCFF - Supplemental 750 Title I

	journey. 4. Parent Engagement and Feedback: o Encouraging Attendance: We will actively encourage and remind families to attend the various meetings and events offered by the school, ensuring that they have a clear understanding of the importance of their participation in supporting their child's success. o Surveys and Feedback: After meetings and workshops, parents will be asked to complete surveys to gauge their understanding and gather feedback on what topics they would like to see addressed in future meetings. This feedback will help the school tailor future offerings to better meet the needs of families. This initiative supports TUSD's Key Initiatives by: • Strengthening Home-School Partnerships: Providing ongoing educational opportunities for parents and families helps to bridge the gap between home and school, creating a collaborative approach to supporting student success. • Improving Student Achievement: By equipping parents with the knowledge and strategies to support their children's academic progress, this initiative aims to directly impact student achievement and ensure that families play an active role in the educational process. • Inclusive Family Engagement: Through regular outreach and meetings, the initiative ensures that all families, regardless of language or background, are involved in their child's education and have access to resources that can support their academic needs. 2d1 $1,000 (LCFF; see 1.17) 2d2 $250 (LCFF) $500 (Title 1: RS3010) $250 (Targeted EL: RS0710) 4a3 $250 (Title 1: RS3010) 4a4 $2,000 (LCFF)		
2.9	Additional Unexpected Expenditures (2a4) *see 1.21 This line item is included to provide flexibility and responsiveness in addressing unanticipated needs that may arise during the implementation of activities supporting Goal 1: College and Career Readiness and Goal 2: Safe and Equitable Learning Environment. Throughout the school year, unforeseen circumstances may require additional resources, such as:		None Specified None Specified None Specified

	• Replacing or repairing instructional materials or technology essential to academic learning • Purchasing supplemental supplies to support student engagement in intervention or enrichment activities • Addressing emerging student needs through additional social-emotional learning materials or supports • Covering costs related to family outreach efforts that were not originally budgeted, but are essential for improving student outcomes or increasing parent engagement Having a designated allocation for additional unexpected expenditures ensures that the school can sustain momentum toward meeting academic and social-emotional goals without delays due to budget constraints. This proactive approach directly supports the SPSA by maintaining alignment with goals focused on student achievement and well-being. *see 1.21		
2.11	Safety Equipment Enhancement (2a2) Goal: Maintain a safe environment for all students, teachers, and staff by purchasing additional safety equipment to support effective communication and emergency preparedness. Key Strategies and Actions: 1. Purchase Additional Safety Equipment: o Radios and Bullhorns: Additional radios and bullhorns will be purchased to improve communication during emergencies and ensure all staff members can quickly and effectively respond to situations on campus. 2. Enhancing Emergency Preparedness: o Improve Communication: The added equipment will enhance communication during drills, emergencies, or school-wide events, ensuring the safety and security of everyone on campus. This initiative supports TUSD's Key Initiatives by: • Maintaining a Safe School Environment: Ensuring that all staff have the necessary tools to maintain effective communication and respond to emergencies, thereby safeguarding the well-being of students and staff. $500 (LCFF)	All Students	500 LCFF
2.12	Ongoing Counseling Services (District Funded) Goal: Provide continued counseling support for students to enhance their social-emotional well-being and skill development. Key Strategies and Actions: 1. Collaborate with Valley Community Counseling: o Individual and Group Counseling: Continue partnering with Valley Community Counseling to offer small group and individual counseling for	All Students	District Funded

	students in need of emotional and behavioral support. 2. Skill Development: o Building Social-Emotional Skills: Students will engage in ongoing counseling sessions to develop and strengthen coping mechanisms, problem-solving skills, and emotional regulation. This initiative supports TUSD's Key Initiatives by: • Supporting Student Well-Being: By providing consistent counseling services, the initiative promotes students' social-emotional development, ensuring a supportive environment for academic and personal growth. District Funded		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities implemented to achieve the goal of providing a safe and equitable learning environment have shown a mixed level of effectiveness. The focus on social-emotional learning (SEL), such as the implementation of the 2nd Step program, and peer collaboration activities in the first week of school has helped establish a positive school climate. The school has also provided ongoing support through counseling services and data-driven SEL. However, while chronic absenteeism slightly decreased by 0.5%, the targeted decrease of 3% has not been fully achieved. Similarly, the suspension rate has increased by 1.2%, signaling the need for further adjustments in behavior support strategies. The PBIS (SHARKS system) and continued family engagement efforts are key components contributing to a positive school climate but require more consistent monitoring to fully reach the desired outcomes. This is our first school year without behavior support (FACES) on campus and it shows.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been minor discrepancies between the intended implementation and the budgeted expenditures. The school aimed to allocate funds for behavior support systems, SEL programs, and parent engagement activities. However, despite planning for these expenditures, there has been some underutilization in areas such as parent involvement events and SST referrals. Budgeted amounts for materials and resources (e.g., for SEL programs, attendance incentives, and behavior interventions) were generally followed, but due to unforeseen challenges such as increasing suspension rates, additional funds may be necessary to expand or enhance certain interventions. Adjustments in resource allocation, such as for attendance initiatives and mental health resources, will be needed moving forward. Having behavior support return to our campus is needed as is evidenced by the data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this analysis, the following adjustments will be made to better align with the goal of creating a safe and supportive learning environment:

- Chronic Absenteeism: More targeted interventions will be introduced, particularly for English Learners and Students with Disabilities, to address the root causes of absenteeism more effectively. Additional outreach strategies will be implemented to increase parent involvement in addressing attendance concerns.
- Suspension Rates: The school will refine its behavioral interventions, focusing on additional restorative practices and mental health support to reduce suspensions. Collaboration with community mental health partners will be increased to support students in crisis.

- Parent Engagement: More resources will be dedicated to family education and engagement. Increasing attendance at key events such as Back to School Night and Parent-Teacher Conferences is a focus.

Changes to these strategies will be reflected in the SPSA under the Parent Engagement, Behavior and Discipline Support, and Attendance Support initiatives to further enhance communication and resource allocation to meet the articulated goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$53882
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$185,324.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$108,466.00

Subtotal of additional federal funds included for this school: $108,466.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$16,798.00
LCFF - Supplemental	$60,060.00

Subtotal of state or local funds included for this school: $76,858.00

Total of federal, state, and/or local funds for this school: $185,324.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	16,798.00
LCFF - Supplemental	60,060.00
Title I	108,466.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,532.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	16,798.00
	LCFF - Supplemental	60,060.00
	Title I	108,466.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	177,874.00
Goal 2	7,450.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jacqui Nott	Principal
Debra Selig	Classroom Teacher
Jaspreet Gill	Classroom Teacher
Kimiko Mate	Classroom Teacher
Kathey DeSantis	Parent or Community Member
Ellisa Haines	Parent or Community Member
Kim Striat	Parent or Community Member
Kristina Dhanda	Parent or Community Member
Carmen Serrato	Other School Staff
Antoinette Chapparro	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: Bohn Staff during ERWs, Bohn's Leadership Team, PTO, ELAC, Parent Cafe

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/1/2025.

Attested:

	Principal, Jacqui Nott on 5/1/2025
	SSC Chairperson, Jaspreet Gill on 5/1/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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